



Marking and Feedback Policy

Key Document Details

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Intent:

- Marking and feedback are consistent across the school.
- Marking and feedback are purposeful and makes a difference to the learners.
- Time taken to complete written feedback is balanced with the impact it will have on children's learning to ensure a Work Life balance.

Principles of effective Marking and Feedback

EEF findings:

- Feedback is THE most effective strategy for improving learning in the classroom and can have "very high effect" on learning **when used correctly**.
- As well as improving outcomes for learners, effective feedback can enhance children attitudes towards learning.
- Feedback enables us to identify the learning gap and address it- supporting the child to take another step along the learning journey.

Implementation

Marking should where possible be immediate, happen within the learning and involve the learner.

All learning in English and maths will be marked every day.

In other curriculum areas work from the previous session must be marked before the child completes the next piece of learning. (This may have been done live within the session)

English

- ALL pieces of work must have a task topper at the top of it which outlines: the phase, the L.O and the steps to success.
- Children will ALWAYS be given time at the end of the session to mark their own work against the success criteria using the steps to success.
- The teacher and/or TA should be working with a specific group in each session. When as an adult works with a group, the adult's title will be circled and a word or phrase written that gives an idea of the area(s) addressed. During these sessions a green pen should be used to annotate/ mark and support
- At the end of an adult led session, the task will be discussed with child, the steps to success on the task topper ticked accordingly and the L.O highlighted in either green or orange.
- In every English session, 2 groups of children should have been "Live Marked" and the remaining books be marked at distance.
- For distance mark, success criteria is ticked in green and the "L.O highlighted in orange or green. A word or phrase to acknowledge effort or celebrate a value is written one every piece of work. E.g. "super endeavour," "Great courage today," "Fab self- belief," "Well done for asking for support," etc.....

Marking code

In addition, the following marking code will be used to address the following key skills that should be addressed in every piece of work if there are errors.

- **SP- spelling**
 - **P – Punctuation**
 - **CL- capital letter**
 - **FS- Full stop (Prof judgement depending on age/stage of development will be used to decide whether to be specific about CL/FS or just say P.)**
 - **// new paragraph needed**
 - **?- sentence needs reworking to make sense**
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- For Year 2 and Year 6 the code CAN NOT be put on the line where the error is. For all other year groups, **the code can be put in margin at side of where error is** if necessary
 - Errors in **Year 1 can be made very explicit using the code next to the error**
 - In some cases In Key stage 2 the error may need to be underlined but this is used as something you would do that is “additional and different”
 - Sometimes, a brief explanation of the improvement needed will need to be given where a code is not appropriate. E.g. “can you re write this sentence using a subordinating conjunction?” Or “incorrect passive voice”

Response to marking

- Children will then respond to marking at the start of the next session or during early morning activities in purple. They may be able to do this independently or with an adult depending on the child.
- It may be relevant for children to practise a spelling/skill rework a sentence as this should be done in purple pen underneath the piece of learning.

Maths

- Task toppers must go at the top of all learning.
- The teacher should be working with a specific group in each session and during the lesson, learning may be live marked by either adult.
- The TA should be live marking during the session and using scaffolding questions if needed to move learners forward.
- T or TA will be circled on Task topper if a group is supported for the majority of the session.
- If brief support is provided, T or TA will be put in the margin at the point where the support began and then I at the point that the child became independent.
- The “do it” should be discussed and marked with the children in the “review part of the session” Children then tick (correct) or fix (incorrect) their own learning in purple pen
- Children who need support are then identified and this must be followed up in the maths meet

that day.

- During follow up put T or TA and the date and then children either go back and edit in purple or complete some further practise in purple underneath your annotation.

Other Subject Areas

- Learning in other curriculum areas should be marked before the next session.
- Learning should be live marked/ marked by children if possible.
- All work must have a learning objective
- If the learning objective has been achieved, the learning objective should be highlighted.
- A brief comment linked to values will be put at the bottom of each piece of learning.
- Errors in basic punctuation and spelling will be addressed following the guidance for English.
- Children must respond to all marking and must use purple pen

Monitoring

- Marking and feedback will be monitored by SLT, Governors and Subject coordinators.